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ABSTRACT

Seventeen learning disabled (LD) elementary school children received small group spelling instruction for 3 weeks with instructional materials based on principles of limiting teaching unit size, distributed practice and review, and training for transfer. Analysis of pre- and posttest results indicated that Ss were able to spell an average of 71% of the phonemically irregular and 81% of the phonemically regular words which were directly taught. Transfer words were spelled with an average of 67% accuracy. In addition, Ss were able to encode 67% of the phonemically regular transfer words which were not taught directly. The teaching script and students' practice materials are appended. (CL)

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Designing Spelling Instruction for Learning Disabled Youngsters: An Emphasis on Unit Size, Distributed Practice, and Training for Transfer

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Many learning disabled (LD) children demonstrate poor spelling skills. While spelling difficulties are a natural concomitant of reading disorders, it is unlikely that reading remediation alone will be sufficient to improve LD children's ability to spell.

It appears that the number of words to be studied in an individual lesson may be a critical variable in the performance of poor spellers. Bryant, Drabin, and Gettinger (1980) demonstrated that variablity on posttests among disabled youngsters could be reduced if the number of phonemically irregular words introduced per day was limited to three, and practice on these words was provided. Horn (1969) argued that the number of words taught to retarded spellers should be reduced to a manageable load.

Two techniques can facilitate reduction of instructional unit size. First, the daily load of new spelling words should be reduced to three or four. Secondly, words should be presented and practiced one at a time rather than as an entire unit of three or four words.

Disabled learners benefit from practice which is distributed throughout instructional sessions and across several days of instruction. Practice should not be limited to one lengthy session. Systematic review also strengthens skill acquisition and helps make LD children more automatic with basic skills (Bryant, 1965).

LD children can successfully place only a few words per day in their word store and require constant review of these words to retain them. Helping these youngsters to learn phonic generalizations which can be applied to a large number of wrods might increase teaching efficiency. Generalization training for poor spellers needs to incorporate orthographic regularities in a focused and systematic fashion and to create a structure for transfer of training to take place (Ellis, 1965).

A study was conducted by the members of the Basic Reading and Spelling Task Force at Teachers College, Columbia University to determine the effectiveness of a spelling instructional sequence which included the teaching of phonemically regular and irregular words. The instructional materials were based on learning principles of limiting teaching unit size, distributed practice and review and training for transfer.

Method

Subjects

Seventeen children (mean chronological age 8 yrs, 9 mos; 7 yrs, 2 mos; 10 yrs, 2 mos range), enrolled in New York City public schools diagnostic remedial classes or in a remedial reading clinic in New York, received the experimental instruction. All children had been previously classified as learning disabled by school or clinic personnel. The youngsters had a mean grade equivalent of 2.3 (range = 1.2 - 3.5). All children demonstrated under 10% accuracy on a pretest of the spelling words to be taught.

Procedure

Over the course of three weeks, children received eight 30-minute periods of instruction in groups of two to five children.

Teaching Materials

Nine phonemically irregular words each 5 letters long, in three units of three words each. One unit was taught each week.

Four spelling patterns (ea, ai, ou, ar) were taught within the context of eight phonemically regular words. Each word contained four letters following this pattern: initial consonant, medial vowel pattern, final

consonant. Training words were grouped into two units of four (two training words for two patterns). One four word unit was taught during the first two weeks of instruction.

Instruction during the third week was focused on the integration and transfer of the four spelling patterns. Twenty four regular words were used for generalization practice.

Three lessons were presented during each of the first two weeks and two lessons were presented during the last week. The first lesson taught regular words, the second taught irregular words, and the third included list and sentence practice for the week's combined regular and irregular words.

Insert Table I about here

Instruction on phonemically regular words focused on the spelling patterns through visual cues such as color and other cues that stressed sound - symbol associations. Direct training in generalizing spelling patterns was provided. Attention was not drawn to phoneme-grapheme relationships during instruction on irregular words but was directed to exact representations of the words.

Measurement

Identical pre and posttest were administered, one day prior to instruction and on the final day of instruction. The test consisted of the nine phonemically irregular training words, eight phonemically regular training words and twelve phonemically regular transfer words. Words were dictated in lists and sentences.

Results

Means, standard deviations, and obtained *t* values for pre and posttest performance of the students are presented in Table 2. Posttest findings on lists of words indicated that the children were able to spell an average of 71% of the phonemically irregular words and 81% of the phonemically regular words which were directly taught. Transfer words were spelled with an average of 67% accuracy. In sentences the children were able to encode the irregular words with an average accuracy of 62% and the regular words with an average accuracy of 79%. Results were significant beyond the .001 level.

Insert Table 2 about here

Performance on training words was tested at various retention intervals. Analysis of this performance suggested that systematic testing and review directly incorporated into the lessons assisted in the maintenance of spelling accuracy. (See Figure 1)

Insert Figure 1 about here

Pretest and posttest errors on phonemically regular words were classified into five categories to enhance understanding of the learning disabled children's performance. The categories were: (1) orthographic errors (phonologically acceptable, orthographically inaccurate), (2) phonological errors (distorted phonological representations), (3) gross errors (orthographically and phonologically incorrect), (4) sequence errors (incorrect

order of the two graphemes in trained vowel patterns) and, (5) substitution errors (replacement of the correct trained vowel pattern with another trained vowel pattern).

Total errors on phonemically regular words are presented in Table 2. Orthographic, phonological, and gross errors decreased over time while substitution errors increased. However, the frequency of posttest substitution errors was low. The slight increase would be expected because the children did not have the knowledge to substitute one pattern for another on the pretest, but gained this knowledge over the course of instruction.

Insert Table 2 about here

Discussion

Results indicated that spelling instruction based on the learning principles of review teaching unit size, distributed practice and review, and direct training for transfer was effective. Disabled children learned over 70% of the words which were directly taught, retained the words over a period of time, and were able to spell the words within sentences. Additionally the youngsters were able to encode 67% of the phonemically regular transfer words which were not taught directly.

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Table 1

Training Words and Examples of Transfer Words Used During Spelling Instruction

Weeks	Irregular Words	Regular Words	
	Training	Training	Transfer
Week One	Watch	nest	lean
	gnost	beak	seam
	quart	laid	bait
		gain	maid
Week Two	chief	soak	toad
	aunts	loaf	coat
	thumb	farm	bark
		cart	darn
Week Three*	wrong		
	blind		
	glove		

* No regular words were introduced during Week Three. Instruction focused on application and transfer of the four patterns taught.

Table 2

Means, Standard Deviations, and Obtained t Values for Pretest and Posttest Performance on Spelling Words in List Format and in the Context of Sentences

Measure	Possible Range	Pretest	Posttest	t Value
Irregular Words in Lists	0-9	0.47 (0.79)	6.35 (3.10)	7.97*
Regular Training Words in Lists	0-8	0.65 (0.99)	6.47 (2.40)	10.48*
Regular Transfer Words	0-12	0.88 (1.45)	8.06 (4.42)	6.41
Irregular Words in Sentences	0-9	0-35 (0.70)	5.50 (3.34)	5.76*
Regular Words in Sentences	0-6	0.41 (0.61)	4.76 (2.01)	9.44*

Note: N = 17

* P. .001

Table 3

A Comparison of Pretest and Posttest Errors on Twenty Phonemically Regular Words

Error Types	Pretest	Posttest
Gross Errors	131	31
Orthographic Errors	93	16
Phonological Errors	78	17
Sequence Errors[1]	11	8
Substitution Errors[2]	0	20

Note: The chart reflects the total number of errors, classified by type, which were made by the 17 subjects.

[1]A sequence error was defined as incorrect order of the two graphemes in a training digraph.

[2]A substitution error was defined as a replacement of the correct digraph included in the training

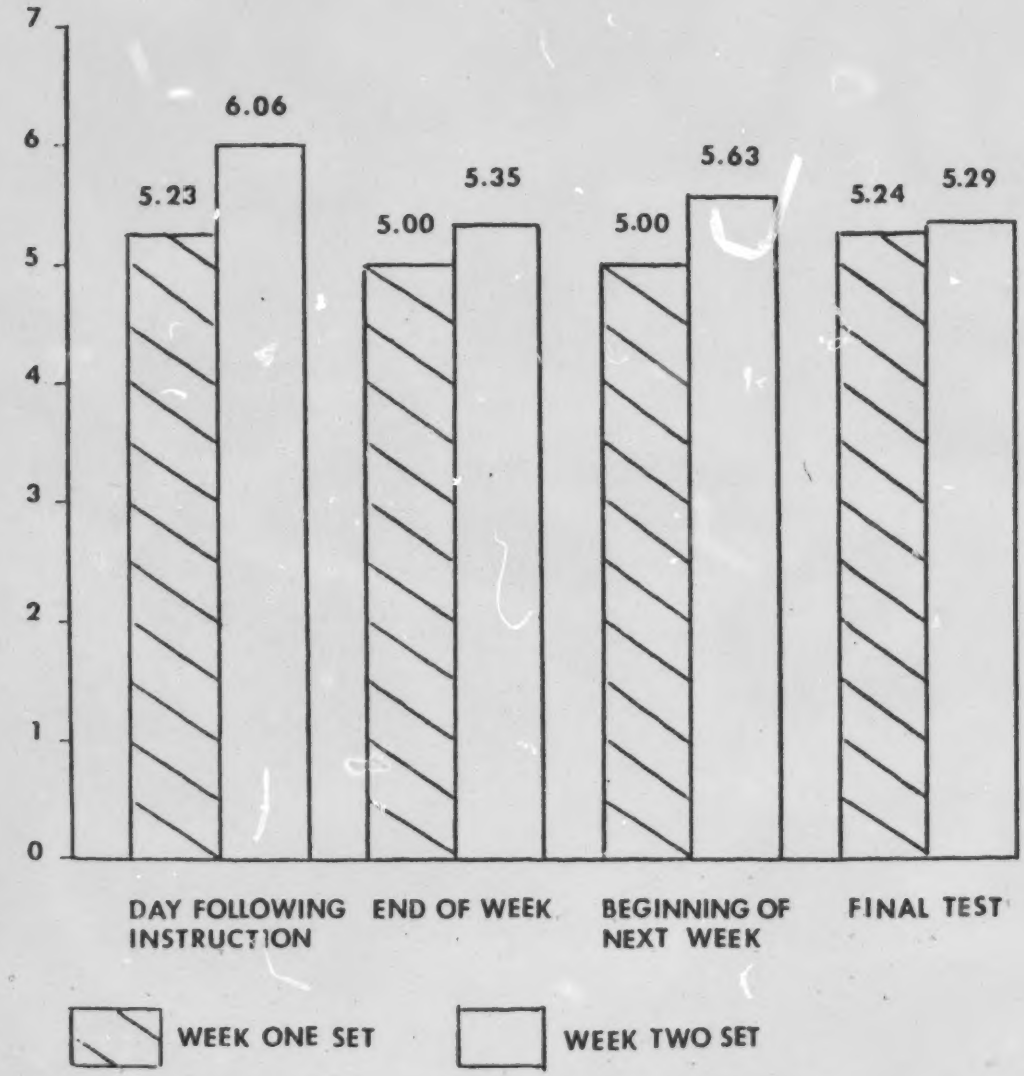

Figure 1. Average number correct on two sets of seven spelling words at four retention intervals.

Appendix

Spelling Instructional Materials

1. Teaching Script

2. Children's Practice Materials

3. Flashcards

Teaching Script
SPELLING

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SUMMARY OF THREE-WEEK SPELLING INSTRUCTION

TEACHER SCRIPT

PRETEST (30 words)

WEEK ONE: 2 ea and 2 ai words:

read
beak

gain
laid

Transfer of ea and ai patterns to other words.

3 irregular words:

watch
juice
young

WEEK TWO: 2 oa and 2 ar words:

soap
loaf

harm
cart

Transfer of oa and ar patterns to other words.

3 irregular words:

laugh
aunts
thumb

WEEK THREE: Transfer of 4 patterns to other words.

3 irregular words:

wrong
blind
glove

POSTTEST (30 words)

PRETEST (Administer prior to instruction.)

I. PRETEST FOR TRAINING AND TRANSFER WORDS

Dictate words in following order. Say word; say phrase; say word again. Children write on sheets marked PRETEST.

1. watch - the watch ticks
2. juice - orange juice
3. young - young and healthy
4. laugh - laugh out loud
5. aunts - aunts and uncles
6. thumb - my thumb is down
7. wrong - wrong answer
8. blind - three blind mice
9. glove - leather glove
10. read - read a book
11. nail - rusty nail
12. soak - soak clothes
13. farm - dairy farm
14. team - football team
15. moan - loud moan
16. lark - lark is a bird
17. laid - laid an egg
18. gain - gain weight
19. leak - leak in the roof
20. card - my card is an ace
21. loaf - loaf of bread
22. toad - toad is like a frog
23. bead - bead in the necklace
24. gait - walk with a fast gait
25. cart - horse and cart
26. maid - the maid cleans
27. beak - bird has a beak
28. harm - do not harm animals
29. soap - wash with soap
30. wain - a wagon is a wain

---------- SHORT BREAK ----------

II. SENTENCE DICTATION PRETEST (Administer only if greater than 25% accuracy on words in isolation.)

Dictate sentences in following order. Children write on their own paper.

1. I laid the juice down.
2. My aunts are in the cart.
3. The watch is wrong.
4. My thumb is in the glove.
5. I will read.
6. Do not harm the loaf.
7. I laugh when I gain.
8. His beak is in the soap.
9. The young cat is blind.

WEEK ONE SPELLING MATERIALS

(Note: Page numbers in parentheses correspond to page numbers in children's booklets.)

Day 1:
- Practice Sheet (p. 1)
- Summary of Today's Words (4 patterned words) (p. 2)
- Posttest for Today's Words (4 patterned words) (p. 3)
- Pre-Training Transfer (p. 4)
- Transfer Training (p. 5)
- Post-Training Transfer (p. 6)

Day 2:
- Review of Yesterday's Words (4 patterned words) (p. 7)
- Letter Fill-In (p. 8)
- Practice Sheet (p. 9)
- Summary of Today's Words (3 irregular words) (p. 10)
- Posttest for Today's Words (3 irregular words) (p. 11)

Day 3:
- Review of Yesterday's Words (3 irregular words) (p. 12)
- Sentence Fill-In (p. 13)
- Posttest (p. 14)

Cards:
- One 8½ X 11 inch card with 4 patterned words.
- Four 4¼ X 5½ inch individual word cards for 4 patterned words.
- Two 4¼ X 5½ inch cards with only patterns: ea and ai.
- Three 4¼ X 5½ inch individual word cards for 3 irregular words.

WEEK ONE Goals: Teach 2 vowel combinations in training and transfer words: ea, ai.
Teach 3 irregular words.
Short sentence writing.

Day 1 Goals: Teach 2 ea and 2 ai words.
Transfer training.
Posttesting.

I. INTRODUCE ALL 4 WORDS ON ONE CARD:

read
beak
gain
laid

* Use card with all 4 words.

For each word: Point to, say, and define word.
Point to and say pattern sound (i.e., THESE 2 LETTERS SAY ___.)
Spell entire word.

Point to pattern again and ask: WHAT DO THESE LETTERS SAY?
Repeat sound.

Point to word again and ask: WHAT IS THIS WORD? Repeat word.

II. PRESENT EACH WORD INDIVIDUALLY ON CARDS AND PRACTICE INDIVIDUALLY

* Use individual word cards. read | beak | gain | laid

For each word: Hold up individual card, say word, and ask children to say word.

Point to pattern, say pattern sound (i.e., THESE TWO LETTERS SAY ____.), spell pattern sound (i.e., ONE WAY TO SPELL THE ____ SOUND IS ___ ___.), and ask children to say sound.

Spell word aloud. (Say pattern letters together.) Ask children to spell word aloud. (Point to consonant - pattern - consonant as word is spelled aloud.)

Children write word to criterion of 3 correct, consecutive times on PRACTICE SHEETS. (Fold back word on dotted line after every writing.) Give corrective feedback after every attempt (whether correct or incorrect) by showing word and spelling it aloud (again, with pattern letters said as a pair).

III. SUMMARY AND PRACTICE OF ALL 4 WORDS TOGETHER

Dictate 4 words in following order: gain, laid, read, beak. Children write on sheets marked SUMMARY OF TODAY'S WORDS (4 patterned words).

After dictation of all words, do the following for each word:

If correct - put check mark next to word.
If incorrect - circle part of word with the error and write word correctly next to the child's word; child should then rewrite the word correctly one time.

IV. POSTTEST OF ALL 4 WORDS

Dictate 4 words in following order: read, gain, beak, laid.
Children write on sheets marked POSTTEST FOR TODAY'S WORDS (4 patterned words).

V. PRE-TRAINING TRANSFER TEST

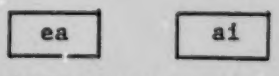
As instruction for test, say: I WANT YOU TO SPELL SOME NEW WORDS WITH THE /ē/ SOUND OR THE /ā/ SOUND IN THEM. WHAT 2 LETTERS SPELL THE /ē/ SOUND? THE /ā/ SOUND?

Dictate words in the following order. Children write on sheets marked PRE-TRAINING TRANSFER (WEEK 1).

1. seat - have a seat
2. beam - beam of light
3. fain - fain is gladly
4. heap - heap of clothes
5. rail - fence rail
6. wail - cry or wail
7. paid - paid bills
8. real - the real thing
9. bait - fishing bait
10. mean - mean old man

----------SHORT BREAK----------

VI. TRANSFER TRAINING

* Use individual ea and ai cards. 

For ea pattern: Say sound (/ē/) and ask children to repeat sound. Ask which letters say /e/. Hold up ea card, name letters, and ask children to name letters.

Ask: CAN YOU THINK OF THE 2 WORDS YOU LEARNED THAT HAVE /ē/ IN THEM AND ARE SPELLED WITH THESE LETTERS?
(Point to ea.) Supply read and beak if necessary. Write words on board.

Say: I'M GOING TO HELP YOU SPELL NEW WORDS THAT HAVE /ē/ IN THEM.
On the sheet marked TRANSFER TRAINING (2 columns), have children write ea at the top of the first column.

Say beam. Ask for the first letter and have children write it in the ea column. Ask what the next sound is and have children write the 2 letters that say /ē/ after the b. Ask for the last letter and have children write it. Provide responses when necessary.

For ai pattern: Say sound (/ā/) and ask children to repeat sound. Ask which letters say /a/. Hold up ai card, name letters, and ask children to name letters.

Ask for the 2 ai words (gain and laid). Have children write ai at the top of the second column.

Say paid. Help children "sound out" and spell the word, with emphasis on the middle /a/ sound spelled ai. The word should be written in the ai column.

Use same procedure that is used above for the ea pattern.

For integrating ea and ai transfer words:

As introduction, say: YOU HAVE SPELLED 2 SOUNDS: /ē/ SPELLED ea AS IN beam AND /ā/ SPELLED ai AS IN paid.

For each of the following words: Say word. Ask which sound is in the middle of word. Ask how the sound is spelled. Ask in which column it should be written.

1. seat 2. wail 3. real 4. bait

Have children turn over TRANSFER TRAINING sheets. Dictate 4 words:

1. heap 2. fain 3. mean 4. rail

VII. POST-TRAINING TRANSFER TEST

As instruction for test, say: I WANT YOU TO SPELL MORE WORDS WITH THE /ē/ SOUND IN THEM.

Dictate words in following order. Children write on sheets marked POST-TRAINING TRANSFER (WEEK 1).

1. bean - string bean
2. pain - pain in my back
3. fail - fail a test
4. seam - seam in a dress
5. heat - heat the water
6. wait - wait in line
7. reap - reap the corn
8. bail - bail out water
9. meal - delicious meal
10. raid - Indian raid

After dictation of all words, give correct responses by writing words on board.

Day 2 Goals: Review ea and ai.
Teach 3 irregular spelling words.
Posttesting.
Sentence dictation.

I. REVIEW /ē/ AND /ā/ SOUNDS AND SPELLINGS IN WORDS

Say /ē/ sound and ask which 2 letters spell the sound. Say /ā/ sound and ask which 2 letters spell that sound. Hold up card with all 4 words.

For each word: Point to pattern and ask: WHAT DO THESE LETTERS SAY?
Point to word and ask: WHAT IS THIS WORD?

Dictate 4 words (in order of presentation). Children write on sheets marked REVIEW OF YESTERDAY'S WORDS (4 patterned words).

After dictation of all words, do following for each word:

If correct - put check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

II. PRESENT EACH IRREGULAR WORD INDIVIDUALLY AND PRACTICE INDIVIDUALLY

(Note: Before teaching the irregular words, explain that these words do not have the /ē/ and /ā/ sounds in them and that these words are harder because they are not spelled the way they sound.)

* Use individual word cards. (Order of presentation: watch | juice | young)

For each word: Hold up card, say word, and ask children to say word.
Spell word (saying and writing each letter), ask children to spell word with you (say and write each letter under first writing), and ask children to spell word without you (pointing to each letter as it is said).

Have children complete LETTER FILL-IN sheets by filling in first one, then two, and eventually all the missing letters to spell word. (Fold down word on dotted line after each fill-in.)

Children write word to criterion of 3 correct, consecutive times on PRACTICE SHEETS. Give corrective feedback after each attempt (whether correct or incorrect) by showing word and spelling it aloud.

III. SUMMARY AND PRACTICE OF ALL 3 IRREGULAR WORDS TOGETHER

Dictate 3 words (in order of presentation). Children write on sheets marked SUMMARY OF TODAY'S WORDS (3 irregular words).

After dictation of all words, do following for each word:

If correct - put check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

IV. POSTTEST FOR ALL 3 IRREGULAR WORDS

Dictate 3 words. Children write on sheets marked POSTTEST FOR TODAY' WORDS (3 irregular words).

----------SHORT BREAK----------

V. PASSIVE REVIEW OF ALL 7 TRAINING WORDS

* Use individual word cards.

Present 7 training words (in random order) on cards. Say each word and expose for 3 seconds.

VI. SENTENCE DICTATION USING 7 TRAINING WORDS

Dictate sentences in following order. Children write on their own paper.

1. Watch the beak.
2. The young boy will read.
3. He laid the juice down.
4. I will gain.

Day 3 Goals: Review of 3 WEEK ONE irregular words.
Review ea and ai.
Sentence "fill-in" practice.
Sentence dictation.
Posttesting.

I. REVIEW OF 3 IRREGULAR WORDS

Dictate 3 words (in order of presentation: watch, juice, young). Children write on sheets marked REVIEW OF YESTERDAY'S WORDS (3 irregular words)

After dictation of all words, do following for each word:
If correct - check mark.
If incorrect - circle error, rewrite word correctly, have children rewrite.

II. REVIEW /ē/ AND /ā/ SOUNDS AND SPELLINGS IN WORDS

Say /ē/ sound and ask how it is spelled. Ask children to spell read and beak.
Say /ā/ sound and ask how it is spelled. Ask children to spell gain and laid.
Hold up card with all 4 words.

For each word: Point to pattern and ask: WHAT DO THESE LETTERS SAY?
Point to word and ask: WHAT IS THIS WORD?

III. SENTENCE "FILL-IN" PRACTICE

Dictate sentences in following order. Children write in missing word for each sentence on SENTENCE FILL-IN (WEEK 1) sheet.
(Underlined words indicate missing words on practice sheet.)

1. The girl is young.
2. Watch me.
3. He likes to read.
4. I will gain.
5. He laid it down.
6. The beak is long.
7. Here is the juice.

After dictation of each sentence, do following for filled-in words:
If correct - check mark above word.
If incorrect - write word correctly above word;
have children write word correctly two times on lines provided.

IV. SENTENCE DICTATION USING 7 TRAINING WORDS

Dictate sentences in following order. Children write on their own paper.

1. Watch me gain.
2. She will read.
3. The young boy has juice.
4. I laid the beak down.

----------SHORT BREAK----------

V. WEEK ONE FINAL POSTTEST

Dictate these 7 training words and 10 transfer words in the following order. Children write on sheets marked POSTTEST (WEEK 1).

1. heal - the cut will heal
2. rain - rain clouds
3. pail - pail of water
4. beat - beat the rug
5. young - young and healthy
6. seal - seal the envelope
7. meat - beef is a meat
8. waif - an orphan is a waif
9. watch - the watch ticks
10. ream - ream of paper
11. gain - gain weight
12. beak - bird has a beak
13. juice - orange juice
14. laid - laid an egg
15. read - read a book
16. tail - pig's tail
17. lain - I have lain in bed

Give corrective feedback after dictation of all words by writing words on the board.

WEEK TWO SPELLING MATERIALS

(Note: Page numbers in parentheses correspond to page numbers in children's booklets.)

Day 1: Retention of Last Week's Training Words (p. 1)

Practice Sheet (p. 2)

Summary of Today's Words (4 patterned words) (p. 3)

Posttest for Today's Words (4 patterned words) (p. 4)

Pre-Training Transfer (p. 5)

Transfer Training (p. 6)

Post-Training Transfer (p. 7)

Day 2: Review of Yesterday's Words (4 patterned words) (p. 8)

Letter Fill-In (p. 9)

Practice Sheet (p. 10)

Summary of Today's Words (3 irregular words) (p. 11)

Posttest for Today's Words (3 irregular words) (p. 12)

Summary of Week One and Two Words (irregular words) (p. 13)

Posttest for Week One and Two Words (irregular words) (p. 14)

Day 3: Review of Yesterday's Words (3 irregular words) (p. 15)

Sentence Fill-In (p. 16)

Posttest (p. 17)

Cards: Two 8½ X 11 inch cards with patterned words.

Four 4¼ X 5½ inch individual word cards for 4 new patterned words.

Four 4¼ X 5½ inch cards with only patterns: ea, ai, oa, ar

Three 4¼ X 5½ inch individual word cards for 3 new irregular words.

WEEK TWO

Goals: Teach 2 vowel combinations in training and transfer words: oa, ar.
Integrate all 4 patterns (ea, ai, oa, ar).
Teach 3 more irregular spelling words.
Integrate all 6 irregular words (WEEK ONE AND TWO WORDS
Short sentence writing.

Day 1

Goals: Retention measure for WEEK ONE words.
Teach 2 oa and 2 ar words.
Transfer training.
Posttesting.

I. RETENTION MEASURE AND CORRECTIVE FEEDBACK FOR WEEK ONE WORDS

Dictate words in following order. Children write on sheets marked RETENTION OF LAST WEEK'S TRAINING WORDS. Correct errors and have children rewrite missed words.

1. read
2. gain
3. young
4. watch
5. beak
6. juice
7. laid

II. INTRODUCE ALL 4 WORDS ON ONE CARD:

soap
loaf

harm
cart

*Use card with all 4 words.

For each word: Point to, say, and define word.
Point to and say pattern sound (i.e., THESE 2 LETTERS SAY ____.)
Spell entire word.

Point to pattern again and ask: WHAT DO THESE LETTERS SAY?
Repeat sound.

Point to word again and ask: WHAT IS THIS WORD? Repeat word.

III. PRESENT EACH WORD INDIVIDUALLY ON CARDS AND PRACTICE INDIVIDUALLY

*Use individual word cards. soap | loaf | harm | cart

For each word: Hold up individual card, say word, and ask children to say word.

Point to pattern, say pattern sound (i.e., THESE TWO LETTERS SAY ____.), spell pattern sound (i.e., ONE WAY TO SPELL THE ____SOUND IS ___ ___.), and ask children to say sound.

Spell word aloud. (Say pattern letters together.) Ask children to spell word aloud. (Point to consonant - pattern - consonant as word is spelled aloud.)

Children write word to criterion of 3 correct, consecutive times on PRACTICE SHEETS. (Fold back word on dotted line after every writing). Give corrective feedback after every attempt (whether correct or incorrect) by showing word and spelling it aloud (again, with pattern letters said as a pair).

IV. SUMMARY AND PRACTICE OF ALL 4 WORDS TOGETHER

Dictate 4 words in following order: harm, cart, soap, loaf.
Children write on sheets marked SUMMARY OF TODAY'S WORDS (4 patterned words).

After dictation of all words, do the following for each word:

If correct - put check mark next to word.
If incorrect - circle part of word with the error and write word correctly next to the child's word; child should then rewrite the word correctly one time.

V. POSTTEST OF ALL 4 WORDS

Dictate 4 words in following order: soap, harm, loaf, cart. Children write on sheets marked POSTTEST FOR TODAY'S WORDS (4 patterned words).

VI. PRE-TRAINING TRANSFER TEST

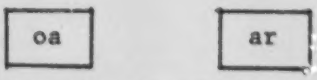
As instruction, say: I WANT YOU TO SPELL SOME NEW WORDS WITH THE /ō/ SOUND OR THE /ar/ SOUND IN THEM. WHAT 2 LETTERS SPELL THE /ō/ SOUND? THE /ar/ SOUND?

Dictate words in following order. Children write on sheets marked PRE-TRAINING TRANSFER (WEEK 2).

1. goat - white goat
2. coal - coal furnace
3. hark - hark is to listen
4. roan - roan horse is gray
5. load - load the car
6. mart - vegetable mart
7. dark - dark night
8. yard - school yard
9. barn - cow barn
10. foam - foam rubber

----------SHORT BREAK----------

VII. TRANSFER TRAINING

* Use individual oa and ar cards. 

For oa pattern: Say sound /ō/ and ask children to repeat sound. Ask which letters say /o/. Hold up oa card, name letters, and ask children to name letters.

Ask: CAN YOU THINK OF THE 2 WORDS YOU LEARNED THAT HAVE /ō/ IN THEM AND ARE SPELLED WITH THESE LETTERS? (Point to oa.)
Supply soap and loaf if necessary. Write words on board.

Say: I'M GOING TO HELP YOU SPELL NEW WORDS THAT HAVE /ō/ IN THEM. On sheet marked TRANSFER TRAINING (with 4 columns), have children write oa at the top of the first column.

Say goat. Ask for the first letter and have children write it in the oa column. Ask what the next sound is and have children write the 2 letters that say /o/ after the g. Ask for the last letter and have children write it. Provide responses when necessary.

For ar pattern: Say sound /ar/ and ask children to repeat sound. Ask which letters say /ar/. Hold up ar card, name letters, and ask children to name letters.

Ask for the 2 ar words (harm and cart). Have children write ar at the top of the second column.

Say dark. Help children "sound out" and spell the word, with emphasis on the middle /ar/ sound spelled ar. The word should be written in the ar column.

Use same procedure that is used above for the oa pattern.

For integrating oa and ar transfer words:

As introduction, say: YOU HAVE SPELLED 2 SOUNDS TODAY: /ō/ SPELLED oa AS IN goat AND /ar/ SPELLED ar AS IN dark.

For each following word: Say word. Ask which sound is in the middle of the word. Ask how the sound is spelled. Ask in which column it should be written.

1. coal 2. hark 3. roan 4. yard

For integrating ea, ai, oa, and ar transfer words together:

Say: LAST WEEK YOU LEARNED 2 SOUNDS: /ē/ SPELLED ea AS IN beam (hold up ea card and have children write ea at top of third column) AND /ā/ SPELLED ai AS IN paid (hold up ai card and have children write ai in fourth column).

For each following word: Say word. Ask which sound is in the middle of the word. Ask how the sound is spelled. Ask in which column it should be written.

1. seal
2. rain
3. mart
4. lead
5. meat
6. tail

Have children turn over TRANSFER TRAINING sheets. Dictate 4 words:

1. foam
2. beat
3. lain
4. barn

VIII. POSTTRAINING TRANSFER TEST

As instruction, say: I WANT TO SPELL MORE WORDS WITH THE /ē/, /ā/, /ō/, OR /ar/ SOUNDS IN THEM.

Dictate words in following order. Children write on sheets marked POST-TRAINING TRANSFER (WEEK 2).

1. goal - hockey goal
2. bark - dog's bark
3. leaf - green leaf
4. coat - warm coat
5. hard - hard floor
6. loan - loan money
7. wean - wean a baby
8. dart - dart game
9. main - main entrance
10. roam - roam around
11. yarn - ball of yarn
12. mark - mark papers
13. jail - go to jail
14. foal - foal is a baby horse

After dictation of all words, give correct responses by writing words on board.

Day 2 Goals: Review oa and ar.
Teach 3 new irregular spelling words.
Integrate all 6 irregular words (WEEK ONE AND TWO WORDS.)
Posttesting.
Sentence dictation.

I. REVIEW /ō/ AND /ar/ SOUNDS AND SPELLINGS IN WORDS

Say /ō/ sound and ask which 2 letters spell the sound. Say /ar/ sound and ask which 2 letters spell that sound. Hold up card with all 4 words.

For each word: Point to pattern and ask: WHAT DO THESE LETTERS SAY?
Point to word and ask: WHAT IS THIS WORD?

Dictate 4 words (in order of presentation). Children write on sheets marked REVIEW OF YESTERDAY'S WORDS (4 patterned words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

II. PRESENT EACH NEW IRREGULAR WORD INDIVIDUALLY AND PRACTICE INDIVIDUALLY

(Note: Before teaching the irregular words, explain that these words do not have the /ō/and /ar/ sounds in them, and that these words are harder because they are not spelled the way they sound.)

* Use individual word cards. (Order of presentation: laugh aunts thumb)

For each word: Hold up card, say word, and ask children to say word.
Spell word (saying and writing each letter), ask children to spell word with you (say and write each letter under first writing), and ask children to spell word without you (pointing to each letter as it is said).

Have children complete LETTER FILL-IN sheets by filling in first one, then two, and eventually all the missing letters to spell word. (Fold down word on dotted line after each fill-in.)

Children write word to criterion of 3 correct, consecutive times on PRACTICE SHEETS. Give corrective feedback after each attempt (whether correct or incorrect) by showing word and spelling it aloud.

III. SUMMARY AND PRACTICE OF ALL 3 IRREGULAR WORDS TOGETHER

Dictate 3 words (in order of presentation). Children write on sheets marked SUMMARY OF TODAY'S WORDS (3 irregular words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

IV. POSTTEST FOR ALL 3 IRREGULAR WORDS

Dictate 3 words. Children write on sheets marked POSTTEST FOR TODAY'S WORDS (3 irregular words).

V. SUMMARY AND PRACTICE OF ALL 6 IRREGULAR WORDS TOGETHER (WEEK ONE AND TWO WORDS)

Dictate 6 words in following order. Children write on sheets marked SUMMARY OF WEEK ONE AND TWO WORDS (irregular words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

1. watch
2. juice
3. young
4. laugh
5. aunts
6. thumb

VI. POSTTEST OF ALL 6 IRREGULAR WORDS (WEEK ONE AND TWO WORDS)

Dictate 6 words in above order. Children write on POSTTEST FOR WEEK ONE AND WEEK TWO WORDS (irregular words).

----------SHORT BREAK----------

VII. PASSIVE REVIEW OF WEEK TWO 7 TRAINING WORDS

* Use individual word cards.

Present 7 training words from WEEK TWO (in random order) on cards.
Say each word and expose for 3 seconds.

VIII. SENTENCE DICTATION USING WEEK TWO 7 TRAINING WORDS

Dictate sentences in following order. Children write on their own paper.

1. My thumb is down.
2. The soap is in the cart.
3. The aunts laugh.
4. Do not harm the loaf.

Day 3 Goals: Review of 3 WEEK TWO irregular words.
Review all 4 patterns: ea, ai, oa, ar.
Sentence "fill-in" practice.
Sentence dictation.
Posttesting.

I. REVIEW OF 3 WEEK TWO IRREGULAR WORDS

Dictate 3 words (in order of presentation: laugh, aunts, thumb). Children write on sheets marked REVIEW OF YESTERDAY'S WORDS (3 irregular words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have children rewrite.

II. REVIEW /ē/, /ā/, /ō/, AND /ar/ SOUNDS AND SPELLINGS IN WORDS

Say each pattern sound (/ē/, /ā/, /ō/, /ar/) and ask how each is spelled (ea, ai, oa, ar). Hold up cards with patterned words.

For each word: Point to pattern and ask what the letters say.
Point to word and ask what the word is.

III. SENTENCE "FILL-IN" PRACTICE

Dictate sentences in following order. Children write in missing word for each sentence on SENTENCE FILL-IN (WEEK 2) sheet.
(Underlined words indicate missing words on practice sheet.)

1. Do not harm the cat.
2. I will laugh.
3. I hurt my thumb.
4. The soap smells good.
5. I ate a loaf.
6. My aunts are nice.
7. I ride the cart.

After dictation of each sentence, do following for filled-in words:
If correct - check mark above word.
If incorrect - write word correctly above word;
have children write word correctly two times on lines provided.

IV. SENTENCE DICTATION USING WEEK TWO 7 TRAINING WORDS

Dictate sentences in following order. Children write on their own paper.

1. Do not harm it.
2. I laugh at the loaf.
3. The aunts are in the cart.
4. My thumb is in the soap.

----------SHORT BREAK----------

V. WEEK TWO FINAL POSTTEST

Dictate these 14 training words and 12 transfer words in the following order. Children write on sheets marked POSTTEST (WEEK 2).

1. beak - bird has a beak
2. juice - orange juice
3. soap - wash with soap
4. darn - darn socks
5. harm - do not harm animals
6. watch - the watch ticks
7. lard - cooking lard
8. lead - lead the group
9. read - read a book
10. laid - laid an egg
11. thumb - my thumb is down
12. hail - hail the king
13. foam - sea foam
14. tart - tart apples
15. cart - horse and cart
16. loaf - loaf of bread
17. peak - mountain peak
18. young - young and healthy
19. moat - castle moat
20. neat - neat room
21. gain - gain weight
22. aunts - aunts and uncles
23. road - winding road
24. laugh - laugh out loud
25. maim - maim is to hurt
26. sail - sail a boat

Give corrective feedback after dictation of all words by writing words on the board.

WEEK THREE SPELLING MATERIALS

(Note: Page numbers in parentheses correspond to page numbers in children's booklets.)

Day 1:

- Retention of Last Week's Training Words (p. 1)
- Letter Fill-In (p. 2)
- Practice Sheet (p. 3)
- Summary of Today's Words (3 irregular words) (p. 4)
- Posttest for Today's Words (3 irregular words) (p. 5)
- Summary of Week One, Two and Three Words (p. 6)
- Posttest for Week One, Two and Three Words (p. 7)
- Sentence Fill-In (p. 8)

Day 2:

- Transfer Training (p. 9)

Day 3:

- Final Posttest (p. 10)

Cards:

- Three 4¼ X 5½ inch individual word cards for 3 irregular words.
- Two 8½ X 11 inch cards with patterned words.

WEEK THREE Goals: Review 4 vowel combinations in training and transfer: ea, ai, oa, and ar.
Teach 3 new irregular spelling words.
Integrate 9 irregular words from all 3 weeks.
Short sentence writing.

Day 1 Goals: Retention measure for WEEK TWO words.
Teach 3 new irregular spelling words.
Integrate all 9 irregular words from previous weeks.
Sentence fill-in.

I. RETENTION MEASURE AND CORRECTIVE FEEDBACK FOR WEEK TWO WORDS

Dictate words in following order. Children should write on sheet marked RETENTION OF LAST WEEK'S TRAINING WORDS. Correct errors and have children rewrite missed words.

1. soap
2. laugh
3. harm
4. cart
5. aunts
6. loaf
7. thumb

II. PRESENT EACH IRREGULAR WORD INDIVIDUALLY AND PRACTICE INDIVIDUALLY

* Use individual word cards. (Order of presentation: wrong | blind | glove)

For each word: Hold up card, say word, and ask children to say word.
Spell word (saying and writing each letter), ask children to spell word with you (say and write each letter under first writing), and ask children to spell word without you (point to each letter as it is said).

Have children complete LETTER FILL-IN sheet by filling in first one, then two, and eventually all the missing letters to spell word. (Fold down word on dotted line after every fill-in.)

Children write word to criterion of 3 correct, consecutive times on PRACTICE SHEETS. Give corrective feedback after each attempt (whether correct or incorrect) by showing word and spelling it aloud.

III. SUMMARY AND PRACTICE OF ALL 3 IRREGULAR WORDS TOGETHER

Dictate 3 words (in order of presentation). Children write on sheets marked SUMMARY OF TODAY'S WORD (3 irregular words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have child rewrite.

IV. POSTTEST OF ALL 3 IRREGULAR WORDS

Dictate 3 words. Children write on sheets marked POSTTEST FOR TODAY'S WORDS (3 irregular words).

V. SUMMARY AND PRACTICE OF ALL 9 IRREGULAR WORDS (WEEK ONE, TWO, AND THREE WORDS)

Dictate 9 words in following order. Children write on sheets marked SUMMARY OF WEEK ONE, TWO, AND THREE WORDS (irregular words).

After dictation of all words, do following for each word:
If correct - check mark next to word.
If incorrect - circle error, write word correctly, have child rewrite.

1. watch
2. juice
3. young
4. laugh
5. aunts
6. thumb
7. wrong
8. blind
9. glove

VI. POSTTEST OF ALL 9 IRREGULAR WORDS (WEEK ONE, TWO, AND THREE WORDS)

Dictate 9 words in above order. Children write on sheets marked POSTTEST FOR WEEK ONE, TWO, AND THREE WORDS (irregular words).

----------SHORT BREAK----------

VII. SENTENCE "FILL-IN" PRACTICE WITH 9 IRREGULAR SPELLING WORDS

Dictate sentences in following order. Children write in missing word for each sentence on SENTENCE FILL-IN (WEEK 3).
(Underlined words indicate missing words on practice sheets.)

1. I have a watch.
2. The young boy is tall.
3. I have two aunts.
4. She is wrong.
5. He has some juice.
6. I put on my glove.
7. His laugh is loud.
8. I hurt my thumb.
9. The dog is blind.

After dictation of each sentence, do the following for the filled-in word:
If correct - check mark above word.
If incorrect - write word correctly above word; have child write word correctly two times on the lines provided.

Day 2 Goals: Review 4 patterns.
Transfer training with all 4 patterns.
Sentence writing.

I. REVIEW ALL FOUR PATTERNS

Say each pattern sound (/ē/, /ā/, /ō/, /ar/) and ask how each is spelled (ea, ai, oa, ar).

Hold up cards with patterned words.

read	soap
beak	loaf
gain	harm
laid	cart

For each word: Point to pattern and ask: WHAT DO THESE LETTERS SAY?
Point to word and ask: WHAT IS THIS WORD?

II. TRANSFER TRAINING WITH ALL FOUR PATTERNS

Children should write one pattern (ea, ai, oa, or ar) above each column on sheet marked TRANSFER TRAINING (with 4 columns).

For each word: Say word. Ask children to write words in appropriate column.

1. soap	5. beak	9. neat
2. harm	6. laid	10. maim
3. read	7. cart	11. lard
4. gain	8. loaf	12. moat

Have children turn over TRANSFER TRAINING sheets. Dictate 4 words in following order:

1. peak 2. road 3. darn 4. hail

----------SHORT BREAK----------

III. SENTENCE WRITING WITH PAIRS OF ALL TRAINING WORDS

Dictate sentences in following order. Children write on their own paper.

For #4 and #8: Say words. Have children write their own sentences using the 2 words.

1. The young boy will read
2. My watch is not wrong.
3. The glove is in soap.
4. laugh---harm
5. Juice is in the cart.
6. I laid the loaf down.
7. My two aunts will gain.
8. thumb---beak
9. The dog is blind.

Day 3 Goal: Final posttesting.

I. POSTTEST FOR TRAINING AND TRANSFER WORDS

Dictate words in following order. Say word; say phrases; say word again. Children write on sheets marked FINAL POSTTEST.

1. watch - the watch ticks
2. juice - orange juice
3. young - young and healthy
4. laugh - laugh out loud
5. aunts - aunts and uncles
6. thumb - my thumb is down
7. wrong - wrong answer
8. blind - three blind mice
9. glove - leather glove
10. read - read a book
11. nail - rusty nail
12. soak - soak clothes
13. farm - dairy farm
14. team - football team
15. moan - loud moan
16. lark - lark is a bird
17. laid - laid an egg
18. gain - gain weight
19. leak - leak in the roof
20. card - my card is an ace
21. loaf - loaf of bread
22. toad - toad is like a frog
23. bead - bead in the necklace
24. gait - walk with a fast gait
25. cart - horse and cart
26. maid - the maid cleans
27. beak - bird has a beak
28. harm - do not harm animals
29. soap - wash with soap
30. wain - a wagon is a wain

----------SHORT BREAK----------

II. SENTENCE DICTATION POSTTEST

Dictate sentences in following order. Children on their own paper.

1. I laid the juice down.
2. My aunts are in the cart.
3. The watch is wrong.
4. My thumb is in the glove.
5. I will read.
6. Do not harm the loaf.
7. I laugh when I gain.
8. His beak is in the soap.
9. The young cat is blind.

Children's Practice Materials

SPELLING

Research Institute for the
Study of Learning Disabilities
Teachers College, Columbia University

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Experimental Form

WEEK ONE SPELLING MATERIALS

PRETEST Name: _____

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

Administer prior to instruction.

PRACTICE SHEET

(Fold on dotted line after writing and correcting the word)

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

4. _____ _____ _____ _____

SUMMARY OF TODAY'S WORDS (4 patterned words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

WEEK ONE - DAY 1

POSTTEST FOR TODAY'S WORDS (4 patterned words)

Name: _____

1. _____

2. _____

3. _____

4. _____

WEEK ONE - DAY 1

PRE-TRAINING TRANSFER (WEEK 1)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

WEEK ONE - DAY 1

TRANSFER TRAINING

Name: _____

COLUMN 1 _____

COLUMN 2 _____

_____

_____

_____

_____

_____

_____

WEEK ONE - DAY 1

(Use other side for dictation.)

POST-TRAINING TRANSFER (WEEK 1)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

WEEK ONE - DAY 1

REVIEW OF YESTERDAY'S WORDS (4 patterned words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

WEEK ONE - DAY 2

LETTER FILL-IN

(Fold on dotted line after filling in missing letters for word)

__ a t c h	__ u i c e	__ o u n g
__ __ t c h	__ __ i c e	__ __ u n g
__ __ __ c h	__ __ __ c e	__ __ __ n g
__ __ __ __ h	__ __ __ __ e	__ __ __ __ g
__ __ __ __ __	__ __ __ __ __	__ __ __ __ __

PRACTICE SHEET

(Fold on dotted line after writing and correcting the word)

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

SUMMARY OF TODAY'S WORDS (3 irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____

WEEK ONE - DAY 2

POSTTEST FOR TODAY'S WORDS (3 irregular words)

Name: _____

1. _____

2. _____

3. _____

WEEK ONE - DAY 2

REVIEW OF YESTERDAY'S WORDS (3 irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____

WEEK ONE - DAY 3

SENTENCE FILL-IN (WEEK 1)

Name: _____

Fill in word	Correct word (Rewrite 2 times.)	
1. The girl is _____.	_____	_____
2. _____ me.	_____	_____
3. He likes to _____.	_____	_____
4. I will _____.	_____	_____
5. He _____ it down.	_____	_____
6. The _____ is long.	_____	_____
7. Here is the _____.	_____	_____

WEEK ONE - DAY 3

POSTTEST (WEEK 1)

Name: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

WEEK ONE - DAY 3

WEEK TWO SPELLING MATERIALS

RETENTION OF LAST WEEK'S TRAINING WORDS

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

WEEK TWO - DAY 1

PRACTICE SHEET

(Fold on dotted line after writing and correcting the word)

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

4. _____ _____ _____ _____

SUMMARY OF TODAY'S WORDS (4 patterned words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

WEEK TWO - DAY 1

POSTTEST FOR TODAY'S WORDS (4 patterned words)

Name: _____

1. _____

2. _____

3. _____

4. _____

PRE-TRAINING TRANSFER (WEEK 2)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

WEEK TWO - DAY 1

TRANSFER TRAINING

Name: _____

Column 1 _____	Column 2 _____	Column 3 _____	Column 4 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____		
_____	_____		

WEEK TWO - DAY 1

(Use other side for dictation.)

POST-TRAINING TRANSFER (WEEK 2)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

REVIEW OF YESTERDAY'S WORDS (4 patterned words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

WEEK TWO - DAY 2

LETTER FILL-IN

(Fold on dotted line after filling in missing letters for word)

__ a u g h	__ u n t s	__ h u m b
__ __ u g h	__ __ n t s	__ __ u m b
__ __ __ g h	__ __ __ t s	__ __ __ m b
__ __ __ __ h	__ __ __ __ s	__ __ __ __ b
__ __ __ __ __	__ __ __ __ __	__ __ __ __ __

WEEK TWO - DAY 2

PRACTICE SHEET

(Fold on dotted line after writing and correcting the word)

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

SUMMARY OF TODAY'S WORDS (3 irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____

WEEK TWO - DAY 2

POSTTEST FOR TODAY'S WORDS (3 irregular words)

Name: _____

1. _____

2. _____

3. _____

WEEK TWO - DAY 2

SUMMARY OF WEEK ONE AND TWO WORDS (irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

WEEK TWO - DAY 2

POSTTEST FOR WEEK ONE AND TWO WORDS (irregular words)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WEEK TWO - DAY 2

REVIEW OF YESTERDAY'S WORDS (3 irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____

WEEK TWO - DAY 3

SENTENCE FILL-IN (WEEK 2)

Name: _____

Fill in word	Correct word (Rewrite 2 times.)	
1. Do not _____ the cat.	_____	_____
2. I will _____.	_____	_____
3. I hurt my _____.	_____	_____
4. The _____ smells good.	_____	_____
5. I ate a _____.	_____	_____
6. My _____ are nice.	_____	_____
7. I ride the _____.	_____	_____

WEEK TWO - DAY 3

POSTTEST (WEEK 2)

Name: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

WEEK TWO - DAY 3

WEEK THREE SPELLING MATERIALS

RETENTION OF LAST WEEK'S TRAINING WORDS

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

WEEK THREE - DAY 1

LETTER FILL-IN

(Fold on dotted line after filling in missing letters for word)

__ r o n g	__ l i n d	__ l o v e
__ __ o n g	__ __ i n d	__ __ o v e
__ __ __ n g	__ __ __ n d	__ __ __ v e
__ __ __ __ g	__ __ __ __ d	__ __ __ __ e
__ __ __ __ __	__ __ __ __ __	__ __ __ __ __

PRACTICE SHEET

(Fold on dotted line after writing and correcting the word)

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

SUMMARY OF TODAY'S WORDS (3 irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____

WEEK THREE - DAY 1

POSTTEST FOR TODAY'S WORDS (3 irregular words)

Name: _____

1. _____

2. _____

3. _____

SUMMARY OF WEEK ONE, TWO AND THREE WORDS (irregular words)

Name: _____

	Write word	Correct word
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____

WEEK THREE - DAY 1

POSTTEST FOR WEEK ONE, TWO AND THREE WORDS (irregular words)

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

SENTENCE FILL-IN (WEEK 3)

Name: _____

Fill in word	Correct word (Rewrite 2 times.)	
1. I have a _____.	_____	_____
2. The _____ boy is tall.	_____	_____
3. I have two _____.	_____	_____
4. She is _____.	_____	_____
5. He has some _____.	_____	_____
6. I put on my _____.	_____	_____
7. His _____ is loud.	_____	_____
8. I hurt my _____.	_____	_____
9. The dog is _____.	_____	_____

TRANSFER TRAINING

Name: _____

Column 1 _____	Column 2 _____	Column 3 _____	Column 4 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

93

WEEK THREE - DAY 2

(Use other side for dictation.)

94

FINAL POSTTEST Name: _____

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

read

96

beak

gain

laid

97

soap

loaf

harm

cart

watch

juice

young

laugh

glove

ea

ar

ai

102

103

aunts

104

thumb

105

wrong

blind